

Schmidbauer, Andreas

## **Showcase E-Portfolio usage in the workplace. The beneficial and disruptive potential in the context of information silos**

Miller, Damian [Hrsg.]; Volk, Benno [Hrsg.]: *E-Portfolio an der Schnittstelle von Studium und Beruf*. Münster : Waxmann 2013, S. 363-373. - (Medien in der Wissenschaft; 63)



Quellenangabe/ Reference:

Schmidbauer, Andreas: Showcase E-Portfolio usage in the workplace. The beneficial and disruptive potential in the context of information silos - In: Miller, Damian [Hrsg.]; Volk, Benno [Hrsg.]: *E-Portfolio an der Schnittstelle von Studium und Beruf*. Münster : Waxmann 2013, S. 363-373 - URN: urn:nbn:de:0111-pedocs-109461 - DOI: 10.25656/01:10946

<https://nbn-resolving.org/urn:nbn:de:0111-pedocs-109461>

<https://doi.org/10.25656/01:10946>

in Kooperation mit / in cooperation with:



**WAXMANN**  
[www.waxmann.com](http://www.waxmann.com)

<http://www.waxmann.com>

### **Nutzungsbedingungen**

Gewährt wird ein nicht exklusives, nicht übertragbares, persönliches und beschränktes Recht auf Nutzung dieses Dokuments. Dieses Dokument ist ausschließlich für den persönlichen, nicht-kommerziellen Gebrauch bestimmt. Die Nutzung stellt keine Übertragung des Eigentumsrechts an diesem Dokument dar und gilt vorbehaltlich der folgenden Einschränkungen: Auf sämtlichen Kopien dieses Dokuments müssen alle Urheberrechtshinweise und sonstigen Hinweise auf gesetzlichen Schutz beibehalten werden. Sie dürfen dieses Dokument nicht in irgendeiner Weise abändern, noch dürfen Sie dieses Dokument für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, aufführen, vertreiben oder anderweitig nutzen.

Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

### **Terms of use**

We grant a non-exclusive, non-transferable, individual and limited right to using this document.

This document is solely intended for your personal, non-commercial use. Use of this document does not include any transfer of property rights and it is conditional to the following limitations: All of the copies of this documents must retain all copyright information and other information regarding legal protection. You are not allowed to alter this document in any way, to copy it for public or commercial purposes, to exhibit the document in public, to perform, distribute or otherwise use the document in public.

By using this particular document, you accept the above-stated conditions of use.

### **Kontakt / Contact:**

peDOCS  
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation  
Informationszentrum (IZ) Bildung  
E-Mail: [pedocs@dipf.de](mailto:pedocs@dipf.de)  
Internet: [www.pedocs.de](http://www.pedocs.de)

Mitglied der

  
Leibniz-Gemeinschaft

Damian Miller,  
Benno Volk (Hrsg.)

# E-Portfolio an der Schnittstelle von Studium und Beruf



Waxmann 2013  
Münster/New York/München/Berlin

## **Bibliografische Informationen der Deutschen Nationalbibliothek**

Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.d-nb.de> abrufbar.

## **Medien in der Wissenschaft, Band 63**

ISSN 1434-3436

ISBN 978-3-8309-2818-8

© Waxmann Verlag GmbH, 2013

Postfach 8603, 48046 Münster

[www.waxmann.com](http://www.waxmann.com)

[info@waxmann.com](mailto:info@waxmann.com)

Umschlaggestaltung: Pleßmann Design, Ascheberg

Umschlagillustration: © Sergej Khackimullin – Fotolia.com

Bildbearbeitung: Urs Stuber

Satz: Stoddart Satz- und Layoutservice, Münster

Druck: Hubert & Co., Göttingen

Gedruckt auf alterungsbeständigem Papier,  
säurefrei gemäß ISO 9706



Printed in Germany

Alle Rechte vorbehalten. Nachdruck, auch auszugsweise, verboten.  
Kein Teil dieses Werkes darf ohne schriftliche Genehmigung des  
Verlages in irgendeiner Form reproduziert oder unter Verwendung  
elektronischer Systeme verarbeitet, vervielfältigt oder verbreitet werden.

# Inhalt

Vorwort der Herausgeber .....	9
-------------------------------	---

*Benno Volk, Damian Miller*

Bedeutung von E-Portfolios für das Schnittstellenmanagement von Hochschulen .....	11
--	----

Zum Aufbau der Publikation .....	36
----------------------------------	----

## Grundlagen

*Gabi Reinmann, Silvia Hartung*

E-Portfolios und persönliches Wissensmanagement .....	43
---	----

*Kerstin Mayrberger*

E-Portfolios in der Hochschule – zwischen Ideal und Realität .....	60
--	----

*Thomas Häcker, Jan Seemann*

Von analogen Portfolios für die Entwicklung von digitalen E-Portfolios lernen .....	73
--	----

*Peter Baumgartner, Reinhard Bauer*

Auf dem Weg zu einer Mustersprache für E-Portfolios .....	91
---	----

*Ramón Reichert*

Portfoliostrategie 2.0 „Biografiearbeit“ und „Selbstnarration“ im Social Net .....	105
---	-----

## Funktion in der Hochschullehre

*Andrea Christen, Martin Hofmann*

E-Reflexionsportfolio an der Pädagogischen Hochschule St. Gallen (PHSG, Schweiz). Entwicklungen im Studienjahr 2009/2010 .....	133
---	-----

*Christine Smith, Chrissi Nerantzi*

E-Portfolios: Assessment as Learning Using Social Media Capturing Conversational Learning Examples Drawn from Academic Development .....	147
--	-----

*Marianne Schärli*

Das E-Portfolio an der Höheren Fachschule Gesundheit und Soziales Aarau .....	167
--	-----

<i>Walter Bächtold, Damian Miller</i> E-Portfolio Sek I Pädagogische Hochschule Thurgau (PHTG, Schweiz) .....	180
--	-----

<i>Jörg Stratmann, Thomas Wiedenhorn, Markus Janssen</i> Zur Neukonzeption der Praktikumsstruktur Eine Selbstlernumgebung mit E-Portfolio in der ersten Praxisphase .....	191
--	-----

<i>Dominik Petko</i> Lerntagebuch schreiben mit Weblogs. Didaktische Grundlagen und technische Entwicklungen am Beispiel von <a href="http://lerntagebuch.ch">lerntagebuch.ch</a> .....	206
---	-----

## **Sicht der Studierenden**

<i>Ina Ertner, Eva Opitz, Verena Ott, Sarah Rohrer, Sandra Hofhues, Thomas Sporer</i> Unterstützung überfachlicher Kompetenzentwicklung in Projekten mit E-Portfolio-Arbeit: ein „Reality-Check“ aus Studierendenperspektive.....	215
--	-----

<i>Andrea Christen, Martin Hofmann, Karin Ackermann, Tanja Stronski, Mara Fey, Silas Kutschman, Tirzah Zimmerer, Selina Domeisen</i> Erfahrungen mit Mahara aus Sicht von Studierenden der Pädagogischen Hochschule St. Gallen (PHSG, Schweiz).....	231
---	-----

<i>Marina Ehrmann</i> E-Portfolio: Aus der Sicht einer Studentin an der Pädagogischen Hochschule Thurgau (PHTG, Schweiz) .....	240
--	-----

## **Sicht der Lehrenden**

<i>Benno Volk, Anja Pawelleck, Pamela Alean-Kirkpatrick</i> Teaching Portfolio (E-)Lehrportfolios als Instrumente für das Kompetenzmanagement von Hochschullehrenden.....	245
--	-----

<i>Paul Savory, Amy Goodburn</i> Types of Faculty Course Portfolios to Showcase Classroom Practices and Student Learning Making Visible the Intellectual Work of Teaching .....	265
--	-----

<i>Marianne Merkt</i> Hochschuldidaktische Weiterbildung in der Hochschullehre .....	276
--	-----

## Übergang Hochschule – Beruf

*René Melliger*

E-Portfolio in der Vermittlung von Fach- und Kaderpersonal..... 296

*Benno Volk, Cindy Eggs, Alexander Salvisberg, Damian Läge*

Soft Skills Competency Profiler und E-Portfolio

Zwei Instrumente zur Verbesserung der Employability

von Hochschulabsolvierenden ..... 305

*Cornel Müller*

Career Portfolio

Eine Analyse mit Praxisbeispiel ..... 324

*Reinhard Schmid*

Berufswahl- und Laufbahn-Portfolio

Gut gerüstet für Beruf und Karriere ..... 334

*André Frey, Andreas Sägesser, Davud Evren, Anouscha Boner,*

*Michel Geiter*

E-Portfolios an der Technischen Berufsschule Zürich

An der Schnittstelle zu Schule und Beruf..... 351

*Andreas Schmidbauer*

Showcase E-Portfolio Usage in the Workplace

The Beneficial and Disruptive Potential in the Context

of Information Silos..... 363

## Tools und Service

*Florian Gnägi, Kirsten Scherer Auberson, Roland Streule*

Entwicklung eines E-Portfolios für das LMS OLAT

Ein Erfahrungsbericht ..... 374

*Matthias Kunkel, Oliver Lang, Ulrike Wilkens*

E-Portfolio-Funktionalität für ILIAS

Herausforderungen und Chancen der Begegnung von

Hochschuldidaktik und Softwareentwicklung..... 391

*Kristina D.C. Höppner*

The Past, Present and Future of an E-Portfolio System –

Developing the Open Source Software Mahara..... 409

*Geoff Leigh*

The E-Portfolio Service Foliotek

What, How, Why ..... 419

<i>Athanasios Siaperas, Philippe Tissot, Ernesto Villalba</i> Europass The (E-)Portfolio to Promote Mobility of Workers and Learners in Europe.....	432
<i>Thomas Schmidt, Katja Liebigt</i> eProfilPASS Ein E-Portfolio zur Kompetenzfeststellung.....	444
<i>Anita E. Calonder Gerster</i> Kompetenzmanagement mit elektronischem Begleitinstrument Das E-Portfolio CH-Q – Entwicklung und Anwendung.....	454
Autorinnen und Autoren .....	468

## **Showcase E-Portfolio Usage in the Workplace**

### **The Beneficial and Disruptive Potential in the Context of Information Silos**

#### **Abstract**

This article discusses self-motivated “Showcase E-Portfolio” usage by employees in the workplace based on results of a case study conducted in a banking group in Upper Austria. Motives and adoption factors for employees to consider using Showcase E-Portfolios for a self-motivated demonstration of skills and competences to other people in the organisation are identified. The concept of information silos is introduced and the beneficial as well as disruptive potential of self-motivated Showcase E-Portfolio usage in the context of information silos is discussed. The article closes with a personal estimation of the potential of Showcase E-Portfolios in the workplace.

#### **Introduction**

E-Portfolios in the meaning used here can be used for various purposes, for example for reflection, development, assessment, or showcasing (Stefani et al., 2007). And because of the diversity of purposes of such E-Portfolios the research field is unstructured and complicated. This article summarizes some research on the usage of Showcase E-Portfolios by employees within a banking organisation, conducted between 2009 and 2011 for my PhD-thesis (Schmidbauer, 2011). Case study methodology was used to address the question: what motives and adoption factors play a role that employees consider using this form of self-motivated initialised communication with other members of the group of enterprises involved.

In this article I concentrate on (1) the identification of employees’ motives to use a Showcase E-Portfolio self-motivated to demonstrate skills and competences to other people in the organisation, (2) the development of a model describing planned Showcase E-Portfolio usage by employees, (3) the role of information silos and information tunnels in the context of co-operatively organized groups of enterprises and (4) potential implications of the usage of Showcase E-Portfolios in the context of information silos.



## Methodology

A case study was conducted between 2009 and 2011 in the Raiffeisen Banking Group Upper Austria, a co-operatively organized group of enterprises with approximately 5,800 employees. The open source E-Portfolio tool “Mahara” was used to enable research participants to experience the process of collecting, reflecting on, and showcasing skills and competences on a voluntary basis to other people within the organisation. Since the E-Portfolio in the meaning used here was completely unknown in the organisation involved, the Raiffeisen Banking Group was appropriate to study an *extreme* E-Portfolio case. The purposive sampling strategy of research participants resulted in the selection of 14 employees, 4 HR-managers, 4 bank managers, and the head of the HR-department of the banking group involved. At the beginning of the case study the 14 employees involved were trained how to use the “Mahara”-software and were invited to use the Showcase E-Portfolio on a voluntary basis. Interviews and focus groups were conducted between 2009 and 2011.

## Results

Eight of the 14 employees involved started to work with the E-Portfolio provided and started to present their skills and competences. They started to use the Showcase E-Portfolio for different motives (which will be identified later in

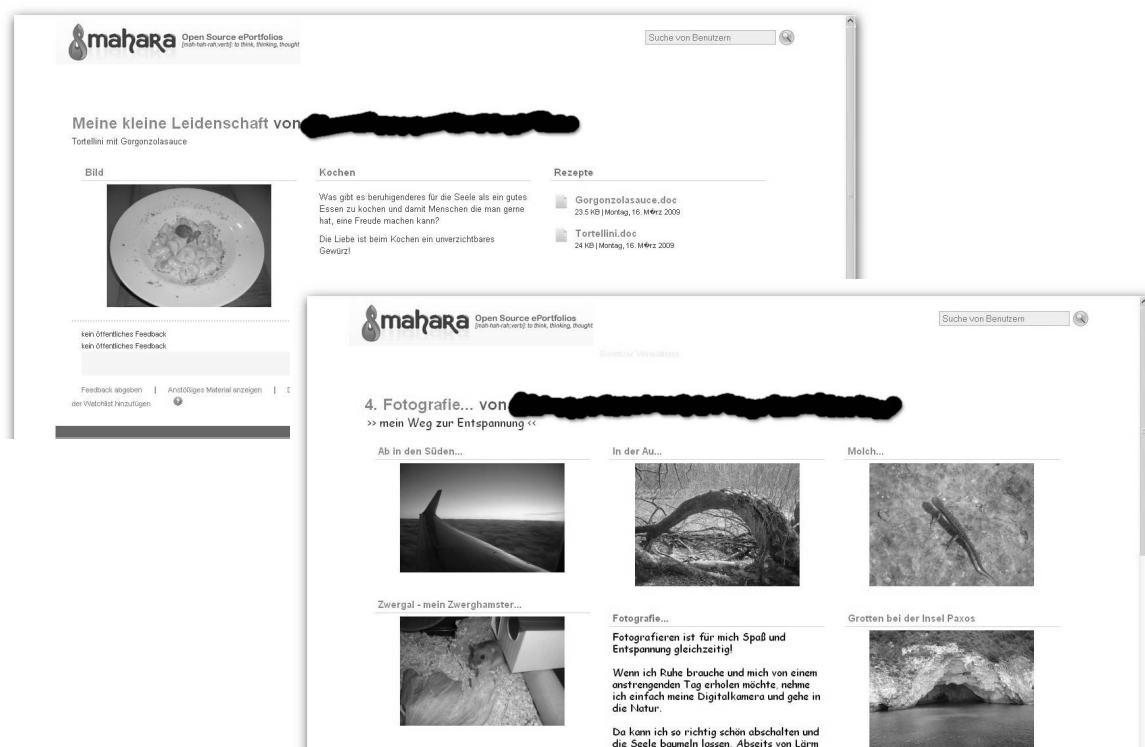


Figure 1: Examples of E-Portfolio Views

this article) although in the case study there was not a purpose predefined for the work with the Showcase E-Portfolio. The following examples show two different approaches to demonstrate competences from leisure time activities through Showcase E-Portfolios – created by employees in the case study.

The employees used different artefacts to demonstrate their skills and competences: text-boxes, pictures, documents, blog-postings, or hyper-links. As aforementioned the self-motivated usage of Showcase E-Portfolios in the context of co-operatively organized groups of enterprises is based on several motives. The term motive is defined here as a reason for goal-directed behaviour. Figure 2 shows that the decision whether the Showcase E-Portfolio is used self-motivated in particular depends on three factors: (1) the employee's individual situation, (2) the employee's perceived meaningfulness, and (3) his or her individual goals and motives. The individual situation has impact on whether the Showcase E-Portfolio use is perceived as meaningful or not. Also, the individual situation of an employee influences what individual goals and motives an employee has. "Perceived Meaningfulness" and "Individual Goals and Motives" are strongly interconnected, as the motives and goals of employees may influence whether the Showcase E-Portfolio is viewed as meaningful in their particular situation. And also conversely there may be an impact: if self-motivated E-Portfolio use fits to one's individual situation, this may shape one's motives. Hence, based on empirical evidence, for the decision process in regard to the self-motivated use of Showcase E-Portfolios the following model is suggested:

Four categories of possible autonomous motives could be identified as reasons for goal-directed behaviour based on empirical evidence of the case study conducted: (1) Communication, (2) Curiosity, (3) Learning/Reflection, and (4) Presentation. As *application* and *internal change* were the most often mentioned motives of individuals, these motives were marked by bold font to emphasize that research participants focused mainly on these themes. Since no ranking of the relevance of the four motive categories can be made without a long-term investigation of self-motivated Showcase E-Portfolio usage, the categories of motives are presented in chronological order in Figure 2. However, all

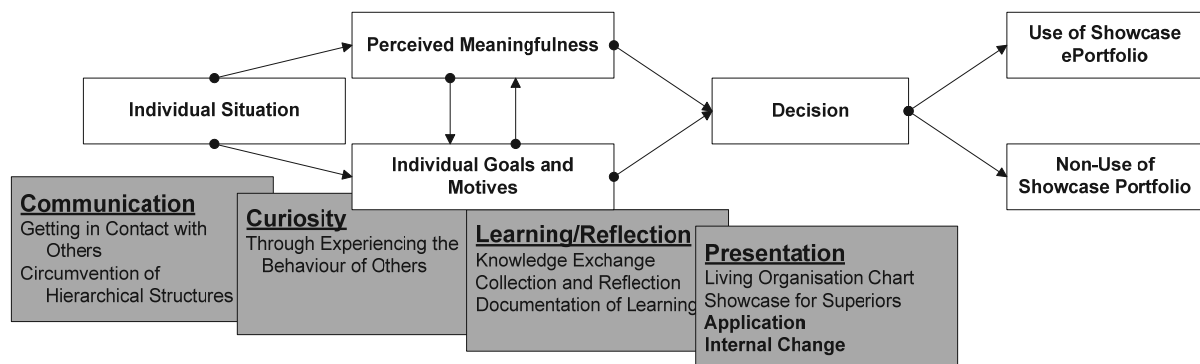


Figure 2: Decision Process Model

these motives mentioned depend on whether an employee perceives the use of Showcase E-Portfolios as meaningful in his or her individual situation, in other words: the existence of one or more motives is not sufficient. Whether an individual finally decides to adopt the Showcase E-Portfolio self-motivated in this context depends on more than only motives, namely on the perceived meaningfulness as well as a number of adoption factors – which shall be identified in the next section.

## **Development of a Model for Planned Showcase E-Portfolio Usage**

The Model for Planned Showcase E-Portfolio demonstrated in Figure 3 describes what factors play a role that employees consider to adopt the Showcase E-Portfolio self-motivated for presentations of their skills and competences to other people within their organisation. The small-scale model demonstrated hereinafter incorporates empirical evidence of my research as well as constructs of the Theory of Planned Behaviour (Ajzen, 1985; Ajzen, 1991; Ajzen, 2006), which is a broadly accepted theory on adoption in the micro-perspective. The Theory of Planned Behaviour (TPB) treats human behaviour in general rather than focusing on specific contexts and posits that individual's behaviour is a result of individual's intention. From the perspective of TPB people's intention is strongly influenced by three factors: the "attitude toward the behaviour", "subjective norms", and the "perceived behavioural control". As this theory is intention-based, TPB views individual's behaviour as *planned behaviour*.

In the case study I identified factors influencing the final decision that people in a business context adopt their Showcase E-Portfolios self-motivated for presentations of their skills and competences to other people within the organisation. Table 1 shows the identified adoption factors and the definitions for the small-scale model.

Based on empirical evidence of my research and integrating constructs of TPB, the Model for Planned Showcase E-Portfolio Usage demonstrated in Figure 3 suggests that employee's individual adoption depends on three main factors: *control, attitude, and normative assumptions*.

Table 1: Definition of Adoption Factors for Small-Scale Adoption

Adoption Factor	Definition for Small-Scale Model
<b>Perception of Organizational Rules and Goals</b>	Adopter's perception of general organizational rules, perceived goal/purpose and addressing audience of the Showcase E-Portfolio system, perception of privacy protection and data security
<b>Methodical and Technical Control</b>	Adopter's perception of control in regard to computers, social networks, and the Internet
<b>Availability of Artefacts</b>	Adopter's perception of the existence of occupational and private artefacts
<b>Process Control</b>	Adopter's perception of capabilities whether and how he or she can cope with the process and application of using the Showcase E-Portfolio for skills and competence demonstrations
<b>Mental Model on Interpretation</b>	Adopter's imagination how the presented skills and competences will be interpreted and used by the addressed audience
<b>Mental Model on Skills and Competence Presentation</b>	Adopter's imagination how skills and competences through Showcase E-Portfolios should look like
<b>General Perception of Oneself and the World</b>	Adopter's perceptions in regard to oneself, how the world is perceived by the individual, and all individual personality characteristics. This subsumes for example self-confidence, self-awareness, individual motives and goals, perception of time, largeness of one's own enterprise, perception of individual superiors, emotions, satisfaction, and individual life peculiarities
<b>Expected Implications</b>	Adopter's expected implications through using Showcase E-Portfolios self-motivated
<b>Subjective Norms</b>	Perceptions of adopters what important reference persons in- and outside the organization think and expect

These main factors are in turn influenced by a number of sub-factors. Factors not confirmed by empirical evidence of my research – that means only based on TPB – are coloured light grey in Figure 3. The main factor *control* refers to all perceptions fostering or diminishing individual employees' control over the usage of Showcase E-Portfolios in this context. *Control* is mainly influenced by how an individual perceives process control, methodical and technical capabilities, and whether the individual perceives artefacts to be rapidly available for the individual. The main factor *attitude* refers to all perceptions and imaginations of individual employees whether the usage of Showcase E-Portfolios is considered positive or negative. Employees' *attitude* is significantly influenced by mental models on (1) how competence evidences are interpreted and on (2) how employees think that skills and competences should be presented. Mental models are defined here as belief structures which constitute mental representations



Figure 3: Model for Planned Showcase E-Portfolio Usage

of how things work (adapted from Johnson-Laird, 1983 and Peter Senge, 1990). But also the general perception of one's situation (including individual motives and goals) and expected implications plays an important role how an individual employee's attitude towards self-motivated Showcase E-Portfolio usage is shaped.

*Normative Assumptions*, the third main factor influencing the self-motivated adoption of Showcase E-Portfolios in the context of co-operatively organized groups of enterprises, refers to an individual's perception of organizational rules and conditions. At the same time *normative assumptions* refer to individuals' imaginations regarding whether Showcase E-Portfolio usage is considered positive or negative – by important reference persons outside or within the organization. A significant role within these normative assumptions plays the perception of *organizational rules and goals*. The organization's instructions, rules, regulations and hidden agendas (that means rules not made public but lived by organizational members) influence an employee's intention regarding what can/shall be done with Showcase E-Portfolios.

The dotted circles around the model's constructs and the graphical overlapping of similar and related constructs of the model in Figure 3 indicate the difficult distinction between the adoption factors. It shall be mentioned at this point that this model does not exclude overlapping of meaning, interdependencies, or correlations between main factors (control, attitude, and normative assumptions) as well as between more detailed factors. The most significant limitation of the Model for Planned Showcase E-Portfolio Usage is its cognitive nature. Emotional influences and unconscious processes are not considered. Hence, the model neglects all forms of behaviour not based on cognitively intended decisions.

## **The Role of Information Silos and Information Tunnels**

The term “information silo” is used here in the meaning of a management system where individual, organizational, legal, political, technological, or geographical conditions within the social system or its environment limit the free flow of information to other related management systems (adapted from Webster, 2004; Use Information Tunnels to Counter Silos, 2005; Wilson, 2010). In other words, information silo is a metaphor to agricultural silos, which usually contain grain or harvest (adapted from Greenstreet, 2007). In case of information silos information is stored in places within impermeable boundaries – impermeable as the concrete walls of an agricultural silo. The term “information tunnel” is used here as a metaphor to tackle the effects of information silos (adapted from: Use Information Tunnels to Counter Silos, 2005). The main effect of the existence of information silos in organisations is the reduction of efficiency (Côté, 2002). Information tunnels address this reduction of efficiency through enabling the flow of information between information silos. Information tunnels are defined here as “... *connections beneath the surface of the IT landscape*” (Use Information Tunnels to Counter Silos, 2005, p. 3) which allow communication between information silos in the management system meaning used here.

Information silos in the meaning used here do exist in any business organisation. Anyway, in the context of co-operatively organised groups of enterprises, information silos are simply a result of the given organizational structure. Hence, particularly in the context of co-operatively organised groups of enterprises information silos cause a lack of communication. In the organisation which served as context for the case study conducted for my PhD-thesis there was a dramatic lack of communication in HR-affairs between different co-operatives (of the same organisation). Using the management system perspective, the communicative features of Web 2.0 E-Portfolio tools can enable “information tunnels” which are communicative connections between different information silos.

## **Potential Implications of Showcase E-Portfolio Usage in Context of Information Silos**

The communicative features of Web 2.0 E-Portfolio tools allow individuals to create such information tunnels and hence, enable individuals to communicate information about one's skills and competences to people in different management systems of the same organisation. In this way Web 2.0 E-Portfolio tools can help to transcend the inherent communicative barriers between information silos and there is the potential that efficiency in HR-affairs can be significantly improved through an individually (the single employees) controlled flow of information about his or her skills and competences. Nevertheless, there is also the chance that the implementation of information tunnels in this sense leads to counterintuitive outcomes.

The employee-driven usage of Showcase E-Portfolios within organisations can have two contrasting faces: a beneficial and a disruptive face. In case of the Upper Austrian Raiffeisen Banking Group, where communication in HR-affairs between single companies is restricted by the given organizational structure, employee-driven Showcase E-Portfolio usage can serve as a new form of a non-binding way of communication. In case of usual job applications receivers of such applications know that the relevant employee wants to apply for a job. In case of Showcase E-Portfolio-based and employee-driven demonstrations of skills and competences an application is not definitely given – it is simply a presentation of an employee's skills and competences. Nevertheless, the results of the case study suggest that HR-professionals interpret an employee's use of this form of one-way communication as a signal in terms of openness for change. The findings show that HR-professionals infer that employees who use this form of communication are ready for new job offers. In this form the employee-driven Showcase E-Portfolio usage shows its beneficial face since it serves as connecting link for communication and it can help organisations to more effectively exploit its human resources.

The employee-driven Showcase E-Portfolio usage shows its disruptive face in the context of the Upper Austrian Raiffeisen Banking Group as processes which already cause stress between enterprises of this organization are potentially further driven by the self-motivated Showcase E-Portfolio usage. The phenomenon of reciprocal headhunting already caused stress between single enterprises of the Upper Austrian Raiffeisen Banking Group at the time when the case study took place. If a Showcase E-Portfolio system – allowing self-motivated demonstrations of skills and competences to other people within this organisation – would be implemented in this organisation, this would support reciprocal headhunting between single enterprises of this banking group. Since the single enterprises of this banking group depend on each other, relational tensions and frictions

between single enterprises threaten the stability of the whole organisation in its current state.

Both the beneficial and the disruptive face of the employee-driven Showcase E-Portfolio usage must be considered in organisational E-Portfolio implementation strategies. If one only focuses on the beneficial face of employee-driven Showcase E-Portfolio usage this runs into danger of having counterintuitive outcomes, namely a potential threat of the stability of the whole organisational system involved.

## **Further Research**

Since my research showed a beneficial and a disruptive potential of self-motivated Showcase E-Portfolio usage for the Upper Austrian Raiffeisen Banking Group, further research should be conducted to investigate the beneficial as well as the disruptive potential of self-motivated and self-directed Showcase E-Portfolio usage in different workplace contexts. The results of this study suggest that the use of Showcase E-Portfolios in the context of the Upper Austrian Raiffeisen Banking Group – since it consists of information silos and Web 2.0 E-Portfolio technology allows employees to create information tunnels – has disruptive potential for this co-operatively organized group of enterprises. This may be different in the context of other co-operatively organized groups of enterprises with different power relations.

A further field for future research about the self-motivated use of the Showcase E-Portfolio in the workplace lies in the context of large enterprises with branches spread all over the world. In particular, further research could investigate whether similar motives and adoption factors play a role for employees in the context of large enterprises and whether employee-driven Showcase E-Portfolio usage also shows a disruptive potential.

Further research is also needed with more heteronomous forms of the Showcase E-Portfolio in the context of co-operatively organized group of enterprises. This research was conducted with the underlying concept for Showcase E-Portfolios where the goal of use was completely self-determined by the E-Portfolio owner. Research on Showcase E-Portfolio usage with a defined goal, for example staff appraisals or career pools – that means research on more heteronomous forms of Showcase E-Portfolio use – can show completely different results.



## Outlook

The research for my PhD-thesis (Schmidbauer, 2011) has shown that the self-motivated use of Showcase E-Portfolios in the workplace is most relevant for employees who are actively working on their career development as well as for those employees who intend to change job (for whatever reason). However, also beyond the results of my research I think that this is the area where *Showcase E-Portfolios* have their largest potential in a workplace context. Namely, in the interaction between active employees and executives, for example (1) when employees demonstrate progress in staff appraisals, (2) when employees apply for a certain job or for internal training programmes, or (3) when motivated employees are invited to generally show that they are open for further career development in large organisations. Certainly, this implies that the Showcase E-Portfolio system has to be provided by the employer with a clear definition for what the Showcase E-Portfolio system is used for, when, and by whom. Furthermore it is of significant importance that the E-Portfolio application is integrated in existing organisational processes and that there are clear rules for privacy protection. Hence, although the Showcase E-Portfolio is basically an individual-centred concept, for the implementation and rewarding usage in a workplace context there must be comprehensive strategic considerations in advance by management and/or employer.

## References

- Ajzen, I. (1985). From Intentions to Actions: A Theory of Planned Behavior. In: Kuhl, J., Beckmann, J. (eds.) *Action Control, From Cognition to Behavior*. Berlin, Springer Verlag, pp. 11-39
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ajzen, I. (2006). *TpB Diagram*. Available from: <<http://www.people.umass.edu/aizen/tpb.diag.html>>
- Côté, M. (2002). A matter of trust and respect. CA Magazine. Available from <<http://www.camagazine.com/archives/print-edition/2002/march/columns/camagazine23400.aspx>> [Accessed 03 March 2011]
- Greenstreet, K. (2007). *Why Marketing Fails: The Silo Effect*. Available from <<http://www.passionforbusiness.com/articles/silo-effect.htm>> [Accessed 04 November 2011]
- Johnson-Laird, P. N. (1983). *Mental models: towards a cognitive science of language, inference, and consciousness*. Cambridge, Mass, Harvard University Press.
- Schmidbauer, A. (2011). *Showcase E-Portfolios for Self-Motivated Skills and Competence Demonstrations in the Workplace: A Case Study*. Dissertation Leeds Metropolitan University, Leeds/England
- Senge, P. (1990). *The fifth discipline: the art and practice of the learning organization*. New York, Doubleday.

- Stefani, L., Mason, R., Pegler, C. (2007). *The educational potential of e-portfolios: supporting personal development and reflective learning*. London, Routledge.
- Use Information Tunnels to Counter Silos. (2005). *Edutech Report*, 21, 7, pp. 1-7
- Webster, P. (2004). Breaking Down Information Silos: Integrating Online Information. *Online*, 28, 6, pp. 30-34.
- Wilson, J. E. (2010). Practice Partner. Breaking Down the Silos, *PT in Motion*, 2, 8, p. 17